

COVER SHEET FOR AMENDMENT OF POST-TRAVEL SUBMISSION

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Instructions: Use this form as a cover sheet for any paperwork you may need to submit to the Office of Public Records in order to make your Privately Sponsored Post-Travel Submission complete in accordance with Rule 35. **Only complete this form if you need to submit an amendment to a post-travel filing you have already submitted.**

SUBMIT DIRECTLY TO THE OFFICE OF PUBLIC RECORDS IN 232 HART BUILDING

Name of Traveler: Lindsey Tepe

Employing Office/Committee: Senate HELP Committee, Minority Staff

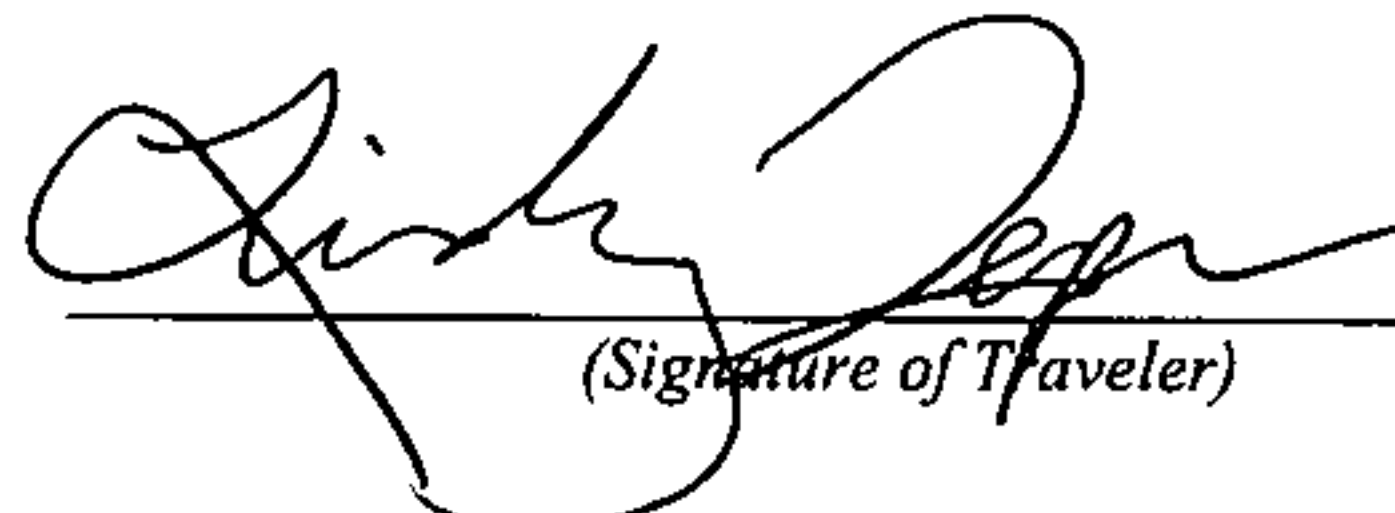
Travel Expenses Paid by (List all sources): Aspen Institute

Travel Date(s): February 19-21, 2019

Description/Title of Attached Forms: Final version of trip itinerary

Purpose of Amendment (describe the reason for amending original submission):
The original post-travel submission did not include the final version of the trip itinerary.

4/19/19
(Date)


(Signature of Traveler)

Implementing ESSA: Accountability Systems and Human Capital

February 19-21, 2019

AGENDA

- Understand how states and districts are implementing the Every Student Succeeds Act (ESSA) and building coherence across priorities, systems, and programs;
- Consider the operation and implications of accountability systems in identifying and supporting schools, with a particular focus on the school quality/student success indicator, as well as subgroups;
- Conduct an in-depth review of the operation, output, and implications of one state's ESSA accountability system, including identifying and supporting schools for improvement;
- Explore how district leaders manage human capital strategy and systems to promote improvement and address equity, including connecting human capital to the district's strategic plan;
- Engage in active learning and build working relationships with education leaders from the field, as well as with colleagues from different parties and chambers.

All Meeting Sessions in the Commodore Room

- *How is ESSA implementation integrated with other state-level policy priorities, and where are these efforts siloed? How might that change over time?*
- *What role are other support organizations, like regional comprehensive centers, playing in supporting implementation and building capacity?*

- ## Break

Session II: Deep Dive into Accountability System Operations

Staff will be led through a detailed data analysis by a state accountability leader to better understand how an SEA goes from data collection, to data aggregation, to school identification, and stakeholder communication. Staff and faculty will consider implications for which schools are identified and why, including what it means for SEA and LEA capacity, human capital decisions, budgeting, and overall strategy.

Taking stock: Staff reflections and feedback to guide remaining discussions

Miles Room

Staffers will have the opportunity to network with faculty during the reception.

Fireside section of the Stars Restaurant

All Meeting Sessions in the Commodore Room

Fireside section of the Stars Restaurant

Group reflection on Day 1: What thoughts and questions were raised for further discussion?

Session III: Accountability System Reflection: Context and Implications

In small groups of 3-4, participants will engage in a discussion protocol using an *Omaha World Herald* article on how demographic changes are changing in one Nebraska district. As a full group, we will connect the themes from the text-based discussion to state and district approaches to accountability.

Guiding Questions:

- *How are socio-economic and demographic shifts impacting accountability systems, including school identifications and support systems?*
 - *What is the preparedness of SEAs and LEAs to effectively implement ESSA's school and subgroup identification and improvement requirements, including systems, communications, plans, and supports?*
 - *What trends are emerging in school identification (new insights or continuing trends) around subgroup identification and implications for support?*
- Are accountability systems producing valid, reliable, and predicted results that align with SEAs' ESSA plans, as well as supporting the state's systemic vision and goals?*
- *Is the state's system and its output intelligible/useful to internal stakeholders (e.g., LEA and school leaders) and external stakeholders (e.g., parents, the public)?*

Break and individual reflection

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10:20 AM – 12:00 PM

Kyle Guarrant, Deputy Superintendent, Finance and Operations, Michigan Department of Education

Lorri Hobson, Director of Attendance, Cleveland Metropolitan School District

Pedro Rivera, Secretary of Education, Pennsylvania Department of Education

This session will focus on how SEAs and LEAs are incorporating and utilizing chronic absenteeism in the context of accountability and school improvement.

Guiding Questions:

- *How are LEAs and schools determining and addressing the root causes of chronic absenteeism, including in-school and out-of-school causes?*
- *In what ways are SEAs and LEAs looking to report on chronic absenteeism (e.g., on report cards, to directly involved stakeholders, and to the general public)?*
- *How are SEAs, LEAs, and schools planning to use chronic absenteeism as a way to develop and improve critical areas that can impact students' attendance (e.g., school culture/climate, teacher expectations, course rigor and relevance)?*
- *How can SEAs and LEAs strategically use/blend funds across Titles and other sources to strengthen practice around students' social and emotional development by focusing on chronic absenteeism?*

12:00 – 1:00 PM

Lunch

Fireside section of the Stars Restaurant

1:00 – 4:15 PM

Session V: Deep Dive on Human Capital and District Strategy

Tricia McManus, Assistant Superintendent, Hillsborough County Public Schools

Faculty will lead staff through a detailed presentation on district human capital strategy and systems. Consideration will be given to ESSA's impact on human capital strategy and implementation, from programmatic requirements and funding to the impact of school identification and improvement efforts.

After this deep dive, staff and faculty will go on a partner walk to discuss what they heard and surface questions for full-group discussion.

This session will conclude with a facilitated discussion.

Guiding Questions:

- *How are SEA and LEA leaders using ESSA's funding and policies to recruit, develop, place, and retain effective teachers and leaders based on identified needs, including accountability outcomes and equitable distribution?*
- *Are district HR systems adequately supporting and informing human capital strategy? Are all the systems connected and aligned to the same goals and outcomes, including to accountability?*
- *How have educator evaluation systems evolved since ESSA's passage? Is evaluation any better coordinated across federal, state, and local programs and initiatives?*

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Break

Taking stock: Staff reflections and feedback to guide remaining discussions

Networking Reception with Expert Faculty

Morning Room

Staffers will have the opportunity to network with faculty during the reception.

Dinner with Discussion of Earlier Sessions

Admiral Room

Thursday, February 21, 2019

All Meeting Sessions in the Commodore Room

Breakfast

Fireside section of the Stars Restaurant

Staff reflections and feedback to guide remaining discussion

Session VI: Leveraging Federal Funds

**Kimberly Glass, Federal Programs and Professional Development Coordinator,
Springdale Public Schools**

Kyle Guarrant, Deputy Superintendent, Finance and Operations, Michigan Department of Education

Guiding Questions:

- *How are SEAs and LEAs leveraging federal funds to implement ESSA and support their state vision and goals?*
- *In what ways are LEAs combining federal funds (from a strategic standpoint and within the context of the law's provisions) with other funds in terms of achieving system goals and outcomes?*
- *Do districts find it difficult to use the transferability authority? In addition, how do districts typically implement the consolidation of funds permitted under schoolwides?*
- *How are tensions and tradeoffs between federal, state, and local funding and requirements resolved?*

Break

Session VII: Intersection of Accountability, Human Capital, and Budgets

Tricia McManus, Assistant Superintendent, Hillsborough County Public Schools

Pedro Rivera, Secretary of Education, Pennsylvania Department of Education

Guiding Questions:

- *How are SEA and LEA leaders balancing accountability, human capital strategy, and federal funds to implement ESSA and achieve state and district goals?*
- *As SEA and LEA leaders implement their accountability systems, identify schools, and support/improve those schools, what other issues do they need to*

- *What supports do SEA and LEA leaders need to navigate these challenges or take advantage of these opportunities?*
- *What are the most important roles for ED as states and LEAs move into accountability system implementation and school identification? Are there ways ED or federally-funded centers can support greater coherence?*

11:00 – 11:15 AM	Complete Retreat Evaluation
11:15 – 11:40 AM	Final Observations from Expert Faculty
11:40 – 12:00 PM	Taking Stock: Staff Reflections and Feedback to Guide Next Steps for the Network
12:00 – 1:00 PM	Lunch and Adjourn <i>Fireside section of the Stars Restaurant</i>